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The Klein Concept for Team Teaching and Continuous Progress Education.
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The Klein School and the concept of education that it represents is presented. The concept grew out of the desire that the teaching-learning environment (curriculum, people, and buildings) should meet the needs of individual children. In providing for the individual differences of both teachers and students at Klein, the rigidity of time scheduling and space confinements have been removed. The curriculum is not designed to conform to walls and bells. Continuous progress education, team teaching, large and small group instruction, independent study, and flexible scheduling are all evidence of the Klein school's break from the educational lockstep. Sections on the following are included and elaborated on--(1) flexibility, (2) team teaching, (3) continuous progress, (4) architectural, (5) definitions, and (6) personnel. (RK)

ED027713

THE KLEIN CONCEPT

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE
OFFICE OF EDUCATION

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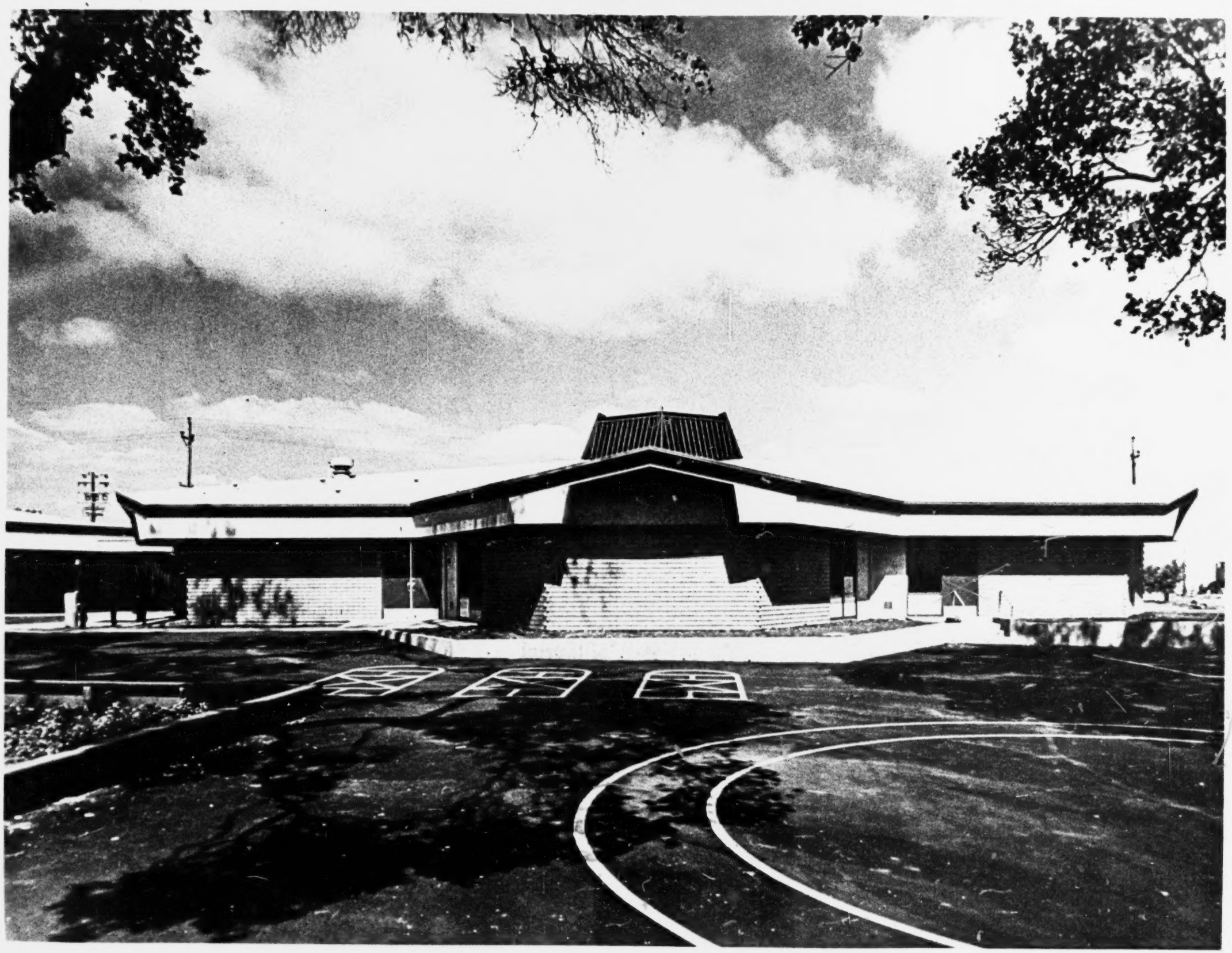
for Team Teaching and Continuous Progress Education

Mountain View School District - Mountain View, California



PREFACE

Following is an excerpt from a letter to Dr. Rolland W. Jones, Superintendent, from Kal H. Porter, Architect, dated May 12, 1966:

> "It is our distinct pleasure to advise you of the selection for publication of the Victorine Klein School facility. The State Department of Education, Schoolhouse Planning Office, has been awarded a grant of funds from the Federal Government to be used in advancing the cause of educational architecture in California and this department has elected to publish a document describing the twenty-five 'best California schools 1960-1965'. The Victorine Klein School will be one of these featured schools. We are confident you will recognize the significance of this honor. My estimate is that approximately 2000 schools have been built during that five-year period".

The State Department of Education has since published their document and copies have been distributed throughout the nation. The Victorine Klein School has also been featured in the Masonry Industry Magazine.

The KLEIN CONCEPT is our own publication, prepared by the district staff published by our own publications department. The Mountain View School District is proud of Klein School and the concept of education that it represents.

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ACKNOWLEDGEMENTS:

Project Director	Dr. Rolland W. Jones, Superintendent
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Photographs presented by Kal H. Porter
and
Masonry Industry Magazine

MESSAGE FROM THE SUPERINTENDENT

The Klein Concept grew out of our desire that the teaching-learning environment -- curriculum, people and buildings -- should meet the needs of individual children.

The learning environment for the modern child, growing up to take his place in the complex technological society we face today, should provide for flexible curricular arrangements. To provide for the individual differences of both teachers and students at Klein we have removed the rigidity of time scheduling and space confinements. Here, the curriculum is not designed to conform to walls and bells.

Continuous progress education, team teaching, large and small group instruction, independent study, and flexible scheduling are all evidences of the Klein School's break from the educational lockstep.

Like snow flakes, no two of our children are alike. The curriculum, staff, and plant at the Klein School was designed to educate each child as a unique individual. This dynamic school is far from the assembly line, mass production type of educational institution. It is a rare privilege for all of us to be a part of it.

This program is another example of the long range curriculum planning and the in-depth curriculum programming involving the entire staff, board and community for which we are noted in the Mountain View School District.

Sincerely,

Rolland W. Jones

Dr. Rolland W. Jones,
District Superintendent

January 18, 1967

FLEXIBILITY IN GROUPING. . . . . FLEXIBILITY IN USE OF EVERY SPACE

Robert Bush, of Stanford University, stated in a recent speech that the provision of flexibility is not enough. We must recognize a larger educational task than ever before and understand the implication of the shift in focus of our schools. New types of spaces will be needed. . . . for pupils. . . . and for teachers.

Firstly, the school is being charged with a larger and more demanding task than ever before. The increase in knowledge in the past decade, and the understanding required for all young people going out into this world during the second half of this century is much higher and greater than at any comparable period in our history.

Secondly, if the essential function of school is the development of breadth and depth in education for the future, then we must focus upon that which is most essential. There is a changing conception of what pupils should study, how they shall go about this study, and what role will teachers and facilities have in this enterprise.

At Klein School instructional areas were designed into the facilities wherein individual work by students could be done on projects that could be temporarily set aside; and where individual pupils could sit down to think, write, read, drill, use A/V materials, and do the many other self-learning and self-discipline activities (not necessarily under the direct supervision of his or her teacher) essential to good learning.

Provision is also made where two, three, four, or five students may sit to exchange, discuss, and subject their own ideas to the critical analysis of others. The prime instructional area is designed to house 20-25 pupils. This group is large enough to obtain the range of abilities and backgrounds different from small groups. This type requires the presence of a teacher just as in the traditional classroom. The next kind of space is for larger groups of from 75-150 pupils.

THE KLEIN SCHOOL TEAM TEACHING PLAN

Several years ago when the Mountain View School District staff and the Board of Trustees were discussing plans for the Victorine Klein School, they agreed to take a giant step into the educational future. Important in their plans was the attempt to provide educational space to permit flexibility in assigning pupils to instructional groups that may range in size from one pupil to as many as a hundred or more. An architect was hired to blend the latest educational thinking with architectural design. Thus the concept of Klein School was born.

During the time that elapsed between the acceptance of the architectural plans and the actual construction of Klein School, research on the effect of instructional space upon student learning was increasing and thereby provided the district with additional information for the best utilization of the facilities at Klein School.

Studies show that students do not learn in the same way. Depending upon the activity, some pupils learn differently at different times with different teachers; while others profit most from a large group instruction or small group discussions and still others work best in groups of two's and three's or with an almost completely individualized approach. At Klein School students are provided with all of these approaches to learning through our non-graded primary and team teaching in grades 4-5-6.

Several barriers to good instruction are present in all schools, not the least among these is building design, school organization, teacher education and teacher preference, all of which play an integral part in building isolation blocks. This isolation limits the effective interchange of knowledge about students, their abilities, their achievements, their individual needs, and their unique way of learning. It also lessens the possibilities of utilizing the special interests and talents of teachers. At Klein School instructional space has been provided to permit the flexibility essential to a well-planned cooperative effort among teachers.

Although the instructional space at Klein School is considered optimum, various forms of team teaching can be and are being implemented in other district schools to explore the possibilities of cooperation in working with groups of students.

The organization at Klein School is twofold, (1) a non-graded primary team, and (2) a teaching team for grades 4-5-6. Each team is responsible for a three year program for the entire group of students in the team. Last spring members of each team visited schools utilizing a non-graded plan and a team teaching plan as well as schools that were constructed with open space between classrooms. During the summer they were given materials and bibliographies for further research on the plan to be used at Klein School. All team members arrived at Klein School several days before other school staffs were required to report to develop plans for the coming school year. At this time, each team was asked to, (1) plan a three year program for all pupils in their team, (2) assign curriculum area responsibilities to individual team members, (3) select a team leader and a recorder, (4) schedule team meeting dates to permit district staff personnel to attend, and (5) regroup pupils across grade level lines in reading and mathematics. Thus, with these few guidelines, the following plan was developed for Klein School.

The grade 4-5-6 team was called the "Gold Team," named as such because the carpet in their building is of a gold hue. (The primary team is called the "Green Team" for the same reason). It was decided to introduce various aspects of the plan in several stages since several new factors in pupils' school life were being utilized for the first time; open spaces between rooms, crossing grade levels, and being in a new school. Once these factors were alleviated, it was felt that more team teaching methods would be implemented into the plan. Time was also allowed for teachers to make the same adjustments. In actual practice, the adjustment period came about rather rapidly and the team launched into their program the first week of school. At the present time

reading and mathematics groups cross grade lines, with pupils assigned to their specific ability and achievement level. The team decided to attempt to lose their grade level identity as teachers of a specific grade by teaching in various instructional areas other than in their own homeroom areas. For example, a grade 6 teacher would teach a grade 4 level in mathematics in a grade 5 homeroom. In some instances, pupils change classes -- in others, teachers go to another teaching area. Each member of the team is responsible for a curriculum area, for its organization, planning, preparation, and in-service training of the team. Thus, teacher A organized all the reading groups, ordered materials, planned field trips, prepared the materials, tested all new pupils and led the discussion on reading during the team meeting. The team, as a group, evaluated the reading program daily as well as during their weekly planning sessions. Teacher B does likewise for the mathematics program, and the other team members provide the same service in the remaining subject areas. At the present time, pupils cross grade lines in reading, mathematics and spelling. Pupils are regrouped in these subjects and move to the instructional area designated for their level of ability and achievement.

Each teacher is freed from regular classroom duties daily, during the time that pupils are in large groups. This time is utilized to plan for team activities such as setting up the science demonstrations, preparing art materials, duplicating materials in the instructional materials center, or observing the team in action for evaluation of the specific activity in progress. Basically, each teacher teaches all curriculum areas except during large group instruction when the teacher's special interests and talents are utilized.

In summary, the Klein School team teaching plan is an instructional program planned and presented by a team of teachers who have joint authority and mutual responsibility for the entire grade 4-5-6 student body; and who work together in planning, decision making, teaching, and observing and evaluating.

PHILOSOPHY
of the
KLEIN SCHOOL CONTINUOUS PROGRESS (NON-GRADED) PLAN

Research has pointed out that the rate of learning is not the same for all children. They differ not only in age as they enter school, but also in learning potentiality, interests, behavior and general response to learning and to school. The rate of learning of each child shoul be studied, and teacher, parent and pupil should become aware of progress patterns. Progress, however slow, should be recognized. Children should have the opportunity to grow continuously with a program that adjusts to spurts and plateaus in their growth pattern.

Flexible groupings should be organized in the primary unit in a sequential manner, based upon rate of development to insure the success that is so important and basic in the early years.

Each child should be taught at the level at which he is, regardless of age or length of time that has been spent in school. Furthermore, no child should have to wait for slower or less mature children nor be required to learn that which is beyond his capabilities at the time.

We believe that failure is detrimental to children and that early success gives a child a wholesome attitude toward his whole school life.

The non-graded continuous progress plan should remove teacher concern about the encroachment of the work of higher grades. Textbooks may be selected without the usual concern for grade level placement. Teachers and parents need not fear the failing or the acceleration of children who seem to persist below or above the so-called "grade standards" previously known.

It should be clearly established that the non-graded program is strictly organizational -- that is, it merely attempts to regroup children crossing previously constituted grade lines. The non-graded continuous growth program seeks to provide more flexibility with the hope that it will enhance the numerous possibilities for an instructional program designed to meet the individual differences of youth.

Klein School recognizes that, in the elementary schools, there are two developmental subjects; language arts and mathematics. In other words, of all the subjects taught in elementary school, language arts and mathematics are taught by introducing simple concepts in the beginning and; by means of well defined sequences of knowledges and skills, the learning process is developed from the simple to the complex. Consequently, two bases are used to assign pupils to non-graded groups, language arts-reading and arithmetic.

Pupils, then are grouped into homerooms according to the criterion of a demonstrated ability to read. It was decided that the original process of grouping should be based upon the demonstrated ability to read and that departures from this program, once the non-graded principle and its attendant flexibility had been securely established, would be simpler than to begin with no clearly defined point of departure from the graded program. If teachers were confronted with a limited range of demonstrated ability to read within a given class, it was assumed that a better intra-class grouping for reading ability and for other instructional purposes might be sought.

Klein School also recognizes that a pupil does not necessarily progress at the same rate in arithmetic as in reading. His demonstrated arithmetic ability may be quite different from reading. It was considered essential that pupils be regrouped with new teachers for a short time each day according to the arithmetic level criterion.

Care is exercised, after the achievement criteria in reading and arithmetic are considered, to take into account other vital factors which may positively or negatively affect a child's learning success. Primary among these considerations are various observations concerning the social, emotional, and intellectual development of the child.

How the Continuous Progress (Non-Graded) Plan Will Work in Klein School

Step I - Evaluation

First year pupils (first year above kindergarten) are placed in a homeroom with other first year pupils according to results obtained from a reading readiness test and teacher evaluation. Other pupils are evaluated by previous teachers, informal reading inventories, arithmetic test scores, and other available sources to determine the instructional levels in reading and arithmetic. Social and emotional characteristics are noted which may also affect placement.

Step II - Homeroom Placement

Pupils are assigned to a homeroom teacher on the basis of the reading level of each child. Usually, more than one teacher is assigned to each instructional level so that pupils can be placed in appropriate classes according to reading level, age, social characteristics, and emotional characteristics. Pupils who transfer from other districts are tentatively placed in a classroom for an adjustment period of not longer than two weeks. The children are then examined by the Reading Consultant, who recommends the reading level at which the child is best able to work. A reassignment may be required at this time.

Step III - Mathematics Placement

Pupils are assigned to arithmetic classes on the basis of arithmetic instructional levels. Consequently, most pupils will have a different teacher for arithmetic than for the other subjects. Pupils exchange classes for one period each day for arithmetic instruction. As with reading, new pupils are placed following a period of observation and testing.

Step IV - Intra-Class Reassignment

Each teacher will be assigned to teach more than one instructional level. Pupils can progress from one instructional level to a higher one within the same class.

Step V - Inter-Class Reassignment

If a pupil is ready to progress to a new level, and if a new level cannot be conveniently begun in the pupil's present room, he can be transferred to another room and teacher at any time throughout the year. Thus it is possible to keep every pupil in a classroom situation where he can meet new challenges and can continue to make progress.

Step VI - Reassignment Each New Year

Pupils are assigned each new year at the same level that they had attained the previous year. Some pupils will progress very slowly; others will progress very rapidly. Slower pupils do not repeat material covered previously but may remain in the elementary school for an extra year. Faster pupils do not skip material but, through rapid progress, may complete the elementary school program one year earlier.

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WHAT IS THE CONTINUOUS PROGRESS PLAN?

The Continuous Progress Plan provides for individual differences and allows your child to progress at his own rate, according to his needs and abilities. Groups are organized and based upon levels of learning, replacing the traditional organization of grades One, Two and Three. Since success in reading is the chief measure of academic success in the beginning school years, levels are determined to a great degree by reading proficiency. In addition, all other curricular subjects will be adapted to the child's ability to learn the necessary skills involved.

The Reading Levels planned for the Klein School are shown on the following page.

READING LEVELS

LEVEL	STATE READER	PROGRAMMED READER	RAPID PROGRESS	AVERAGE PROGRESS	SLOW PROGRESS
1	Readiness	R			1 YEAR
2	Pre-Primer 1	Primer			
3	Pre-Primer 2	1	1 YEAR	1 YEAR	
4	Pre-Primer 3	2-3			
5	Primer	4-5			2
6	1st Reader	6-7		2 YEAR	
7	2nd Reader[1]	8-10			3
8	2nd Reader[2]	11-14	2 YEAR		
9	3rd Reader[1]	15-16		3 YEAR	4
10	3rd Reader[2]	18-21			
11	Enrichment	X	3 YR		
12	4th Reader	X			

Supplemental and enriched materials will be used at all levels.

Some children may take these steps more slowly while others will move more quickly depending upon individual readiness and abilities. All children will progress through each level, step by step, and all will have the opportunity to learn new skills at each level. No child will skip a step. Each will progress continuously through each level at his own pace.

Note on the Reading Levels chart on page 11 that pupils that progress rapidly in the plan may complete 12 levels; the normally progressing child may complete 10 levels; and the pupil progressing at a minimum rate would take up to 4 years to complete 10 levels. This means that while most children will complete the first 10 levels in 3 years, others may need 4 years, and still others may profit from experiences at levels 11 and 12.

During these years, there is no designation of a child's placement in terms of grades One, Two and Three, but only in terms of levels.

WHAT IS THE DIFFERENCE BETWEEN THE CONCEPT OF "GRADE" AND THE CONCEPT OF "LEVEL"?

A grade -- certain items of achievement within a time limit. Here children must be "stretched" or "compressed" to fit into the strict limits of grade achievement.

A level -- items of achievement without a time limit.

HOW ARE LEVELS DETERMINED?

Levels are groups of related skills. Books to which a child has been exposed during instruction are no guarantee that he has acquired the necessary skills. Levels are meaningful only when defined in terms of skills that a child actually has and can show he has. Mastery is a key word here.

HOW LONG WILL A CHILD BE EXPECTED TO REMAIN WITH THE SAME TEACHER?

There is no set rule -- placement is flexible depending upon the child's individual needs. Often a child will change to a different teacher each year, although in some cases a teacher may work with a child two years, depending upon the assignment of levels.

WHAT IS THE BASIC PURPOSE OF USING LEVELS IN THE NON-GRADED SCHOOL?

To insure that progress is continuous and that the child is challenged at the level on which he is working.

HOW IS THE CHILD PLACED AT THE PROPER LEVEL?

Reading Readiness tests are given as the child enters the Non-Graded Primary. The results of these tests, in addition to the judgment of his kindergarten and present teacher, added to constant evaluation of his first few days in school will lead to his first placement. Later, teacher evaluation, reader tests, and standardized achievement tests serve as guides in proper placement.

Continuous progress requires careful observation and occasional shifting - group to group and class to class - so that each child is placed where he can develop best.

HOW ARE LEVELS ASSIGNED TO THE VARIOUS TEACHERS OR ROOMS?

Due to the "early-late" schedule, each teacher may be assigned four levels. In the case of individual needs, these may be either increased or lessened.

WHEN DOES A CHILD GO FROM ONE LEVEL TO ANOTHER?

Whenever he has mastered the skills and materials of the previous level.

HOW DO PARENTS KNOW WHICH LEVEL THEIR CHILD IS ON?

Parent conferences will be held each year, and report cards sent out. In addition, whenever a change of level is made, parents are sent a written notice.

WHEN DOES A CHILD LEAVE THE PRIMARY SCHOOL?

Most pupils enter the fourth grade after three years in the Primary School. A few pupils may require more time.

WHAT HAPPENS TO THE CHILD TRANSFERRING FROM A NON-GRADED PRIMARY SCHOOL TO ONE HAVING A GRADED PLAN?

The child's records which go to the new school will indicate where he should be placed on the grade standard.

HOW IS A CHILD FROM ANOTHER SCHOOL PLACED?

He is placed in a room on a trial basis, and given various tests to evaluate his level, and is then placed in a group where he can best achieve.

IS A CHILD PROMOTED TO A NEW LEVEL EACH SPRING?

When school closes in the summer, the child leaves for vacation and returns in the fall to take up right at the spot where he left off, which may be part way through a level. There is no failure, no non-promotion, no new grade to pass to. A continuous forward step from one level to the next higher level faces the child when he is ready.

IS THE NON-GRADED PRIMARY CONSIDERED AS A NEW TEACHING METHOD?

No. It is an organizational pattern, within which good teaching methods can be used with emphasis upon the individual child's needs. Teachers are not hampered in the use of "grade" material, or by unrealistic grade limit demands.

WHAT ARE SOME OF THE ADVANTAGES OF THE NON-GRADED PRIMARY SCHOOL PLAN?

It provides for flexible grouping for instruction based upon individual differences in learning rates.

It provides each child opportunities to experience success and thus decreases the percentage of failures.

It provides a unit span of years adaptable to the lags and spurts which accompany a growing child.

It provides progress levels that permit a child to pick up at the spot where he left off after a prolonged absence from school.

It provides better pupil assignment for incoming pupils in an attendance area where there is a high transfer rate.

David Naylor
Miguel

THE VICTORINE KLEIN ELEMENTARY SCHOOL (Architectural Background)

The first phase of this school was bid in June 1965, at a cost of $365,430.50, being 2% below State Aid maximum without rebidding. The square footage was 17,940, or $16.72 per square foot. Facilities provided included two, five-class units with "type two" multi-use spaces in the centers. Also included was Administration and Library. This construction increment was completed in April 1966.

The remaining construction contemplated will include an additional 5 Classroom Unit and a 2 Kindergarten Unit. The total school when completed will, therefore, consist of 15 Classrooms, 2 Kindergartens, Administration and Library.

The classrooms are combined into groupings of five to take advantage of the "little school" concept and to encourage the cooperative instruction of five teachers. Rather than designing a separate Multi-Use building, the same amount of area is split into three and included in the classroom pods with the classrooms opening into this space. No walls separate the classrooms from the Multi-Use space, giving visual and physical flow of space and function. The classroom shapes were designed intentionally to provide the following:

a) Three walled teaching centers for each teacher

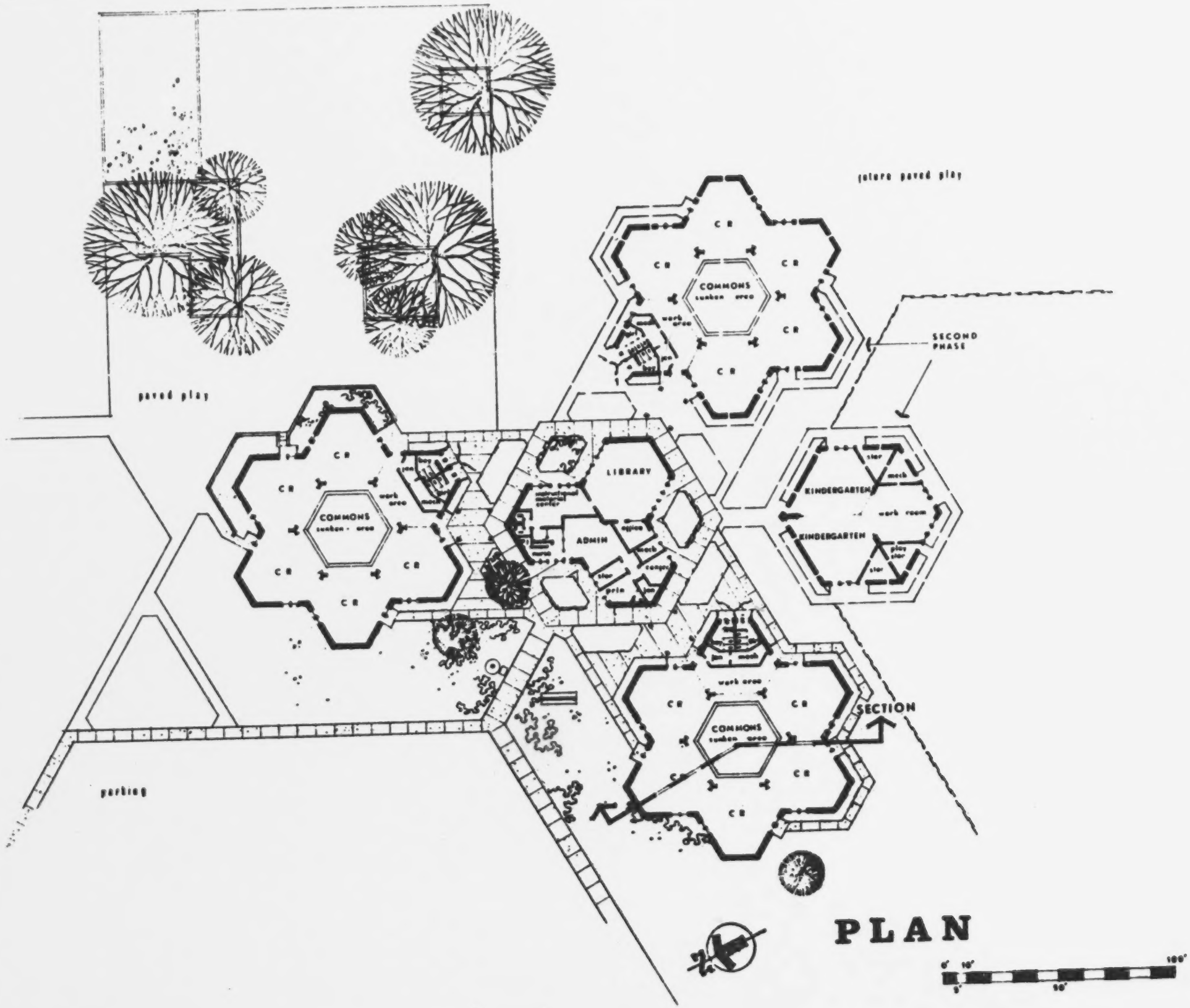
b) Visual protection from adjacent teachers but observance across pod

c) Non-parallel arrangement of student groupings when focusing on chalkboard walls

d) Narrow side of classroom adjacent to Multi-Use

e) Open possibility between classrooms with minimum length of common wall line

f) Cross-Circulation of air potential in each classroom and across pod


future paved play
paved play
C R
COMMONS
SECOND PHASE
LIBRARY
ADMIN
KINDERGARTEN
work room
SECTION
parking

PLAN

Architecturally, the school is designed to accomplish the following:

a) Reflect the scale of children, with lowered soffits, moderately low ceilings and brick height at 7'-0".

b) Expressions of durability, dignity, yet delight, by shapes of buildings, brick exteriors, colors, et cetera.

c) Conceal major roof vents, flues, et cetera, behind cupolas.

d) Provide residential character with pitched roofs and separated units.

e) Reduce corridors by arrangement of buildings and planning concept.

ARCHITECT --

Kal H. Porter - Don Jensen, Associates
1376 North Fourth Street
San Jose, California

CONTRACTOR --

Armand & Smith -- Construction
828 McKendrie Street
San Jose, California

STATE DEPARTMENT OF EDUCATION LIAISON --

James H. Orsburn, Field Representative
Bureau of School Planning
721 Capitol Mall
Sacramento, California 95814

STATISTICS --

9.624 Acre Site
Construction --- Brick Exterior
Warm Air Heating
Fluorescent Lighting
Mill Cabinets
Forced Air Ventilation

EXISTING FACILITIES --- First Increment (17,940 sq. ft.) --

Ten Classrooms (two clusters of five each)
Commons (Multi-Use Area)
Instructional Materials Center
Library
Speech Room
Storage and Mechanical Area
Present Enrollment - 237

COST --

Acquisition of Site	$272,210.65
Surveys, Plans, Fees	32,545.86
Building Construction	365,430.50
Tests	3,946.50
Inspection	7,809.94
Furniture and Equipment	19,267.88
Off-Site (Storm drains, streets, sanitary, etc.)	67,153.57

Building Cost -- $16.72 per square foot
Carpeting Cost -- $13.62 per square yard

FUTURE FACILITIES --

Will consist of 9,702 square feet, construction to begin as needs are established and State Aid justification available. Will include a cluster of 5 classrooms and a kindergarten unit.

SUPPORTING SPACES AND SERVICES

LIBRARY --

The Library is designed to establish an intimate relationship between children and books at the outset of the student's school life. This represents a trend away from the narrow view that all a pupil needs in any subject is a textbook and a teacher. The Library makes available to him books for his complex needs and interests.

The librarian also serves as a resource person for other teachers, essential to them in both their immediate needs and in their language planning and curriculum development.

ADMINISTRATION OFFICE --

The central administrative area serves as the hub of the school. Its physical location is at the center of the buildings located on three axes from the center. It houses the reception area, nurse's office, principal's office, supply room, library, small conference room, speech room, restroom facilities, and the IMC.

FACULTY PLANNING ROOM --

Since Klein School is involved very considerably in team planning and team teaching, it was necessary to provide space where teachers can work individually and in teams. If they are going to be the central people in developing the program, then they will need spaces where they can sit down to read, write, think, and plan.

By grouping pupils into large or small groups, it provides teachers time for planning, to be by themselves, to talk individually to a pupil, a team member, or a resource person from the community. The IMC (Instructional Materials Center) adjoins the library and the office suite to provide easy access to materials and supplies.

NURSE'S SUITE --

A nurse serves the school primarily as a health educator. She provides the usual nurse's services present in most schools.

WORK AREA --

All vinyl covered surface in each building is concentrated in one area. (See floor plan on page 18.) This area contains two large sinks, drinking fountains, and is generally used as the area where activities requiring liquids are utilized, such as paints, painting large murals, etc. It also serves as a stage for assemblies.

OUTDOOR LEARNING PARK --

The natural outdoor park-like setting, immediately adjacent to the classroom pods, is ideal for carrying on a variety of activities relating to classroom instruction.

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DEFINITIONS

Team Teaching: Instruction as planned and given by a team of two or more teachers, who have joint authority and mutual responsibility for a specific group of children; and who work together in planning, decision making, teaching, observing and evaluating.

Cooperative Team Venture (Castro): A type of cooperative teaching. Two or more teachers at one grade level work closely together in planning and presenting the instructional program. Children are grouped within a subject according to performance in that subject, and each cooperating teacher works with one of the student groups. The teaching of any special subject (art, music, physical education, etc.), is undertaken by the teacher with the greatest interest and talent in that area. He works with all children of that grade in the subject of his choice.

Departmentalization: Teachers with special subject matter skills teach their subject to several classes: English, mathematics, art, etc. Either the teachers move from class to class, or classes come to them.

Levels of Achievement: Stages in sequential learning of any subject -- how far a child has gone through the books, materials, or any concepts usually taught in elementary school.

Instructional Level: That level of difficulty which requires teacher guidance and involvement, as opposed to level of achievement which is a measure of a pupil's progress toward the goal of mastery of certain concepts or knowledge.

Cooperative Teaching: Instruction cooperatively planned by two or more teachers working with a group or groups of children in selected curriculum areas (reading, mathematics, etc.). Differs from team teaching in that general planning and evaluation is done by all concerned, but each teacher is responsible for specific plans for teaching and evaluating the selections of classes with which he works.

Cross Grouping: Exchange of selected children between two (or among more) teachers for instructional grouping. Example: Rapid readers from three classes may be assigned to one teacher; average, to another; those making slower progress to the third. Cross grouping may be based upon a student's school success to date upon student ability as measured by tests.

Continuous Pupil Progress Plan: A three year primary grade program which has no grade level designations. Each pupil progresses at his own rate through multi-levels of achievement in designated subject matter areas (reading, mathematics, etc.). This plan is also called non-graded, ungraded, individual pupil progress, performance grouping, and a pupil performance plan.

Multi-Level: More than two -- in the above connotation.

Self-Contained Classroom: One teacher teaches all subjects to a given group of children assigned to his room. Usually, all children have the same grade placement.

Grade Placement: Based upon a child's chronological age, the number of years he has spent in school, and other curricular materials he has been taught. (First school year = first grade; books and materials designated for grade 1.)

Educational Lag: The lapse of time between the creation of good educational idea of system and its realization in every day use.

Enrichment: Topics, materials, and experiences to extend and deepen instruction. An "in depth" study in a particular subject.

Self-Concept: The way one feels about himself. A child who is confident that he can learn and succeed is said to have a positive self-concept. A positive self-concept is basic to success in school.

Cluster: The group of classes and rooms making up one of the building units at Klein School.

Plateaus of Learning: Learning rates vary from person to person. Sometimes, people are able to learn more rapidly and more effectively than at other times. When one's learning progress temporarily slows down, he is said to be on a "plateau of learning."

Homogeneous Grouping: Assembling in a given classroom those children who have similar abilities or similar achievement levels.

Readiness: A child is most ready to learn specific new material when:

a) he is mentally able to understand it;

b) he has had a suitable background of courses and other learning experiences leading into it;

c) when he is interested in learning it.

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DISTRICT ADMINISTRATION

Dr. Rolland W. Jones ..... District Superintendent

Harold S. Delavan ..... Assistant Superintendent

John W. Foster ..... Assistant to Superintendent, Business Services

Melvin L. Thayer ..... Acting Director of Personnel

VICTORINE KLEIN SCHOOL STAFF

Frisco Sartor ..... Principal

Miss Diane Wieden ..... Primary
Miss Shirley Bert ..... Primary
Mrs. Jane Figgins ..... Primary
Miss Naomi Yaguchi ..... Primary
Mrs. Patricia Hitzl ..... Fourth Grade
Mrs. Melinda McKnight ..... Fourth Grade
Miss Barbara Slater ..... Fifth Grade
Miss Lorene Keily ..... Fifth Grade
Miss Madelline Izu ..... Sixth Grade
Mrs. Mary Ann Arney ..... Sixth Grade

Mrs. Katherine Johnston ..... Secretary
Herbert Forbes ..... Head Custodian
Loral Allen ..... Custodian

Other services rendered at Klein School By:

Mrs. Ila Lanzara	District Head Librarian
Mrs. Jean Wagoner	Consultant
Dr. Clarice Wills	Consultant
Mrs. Matilda Gabbert	Remedial Reading
Mrs. Judith Pratt	Speech
Mrs. Jean Baker	Nurse
Mrs. Elfriede Cummings	Foreign Language Coordinator
Mrs. Georgia Ryder	Librarian
Mr. Arthur Gallegos	Music
Mr. Joe G. Morris	Supervisor, Buildings & Grounds

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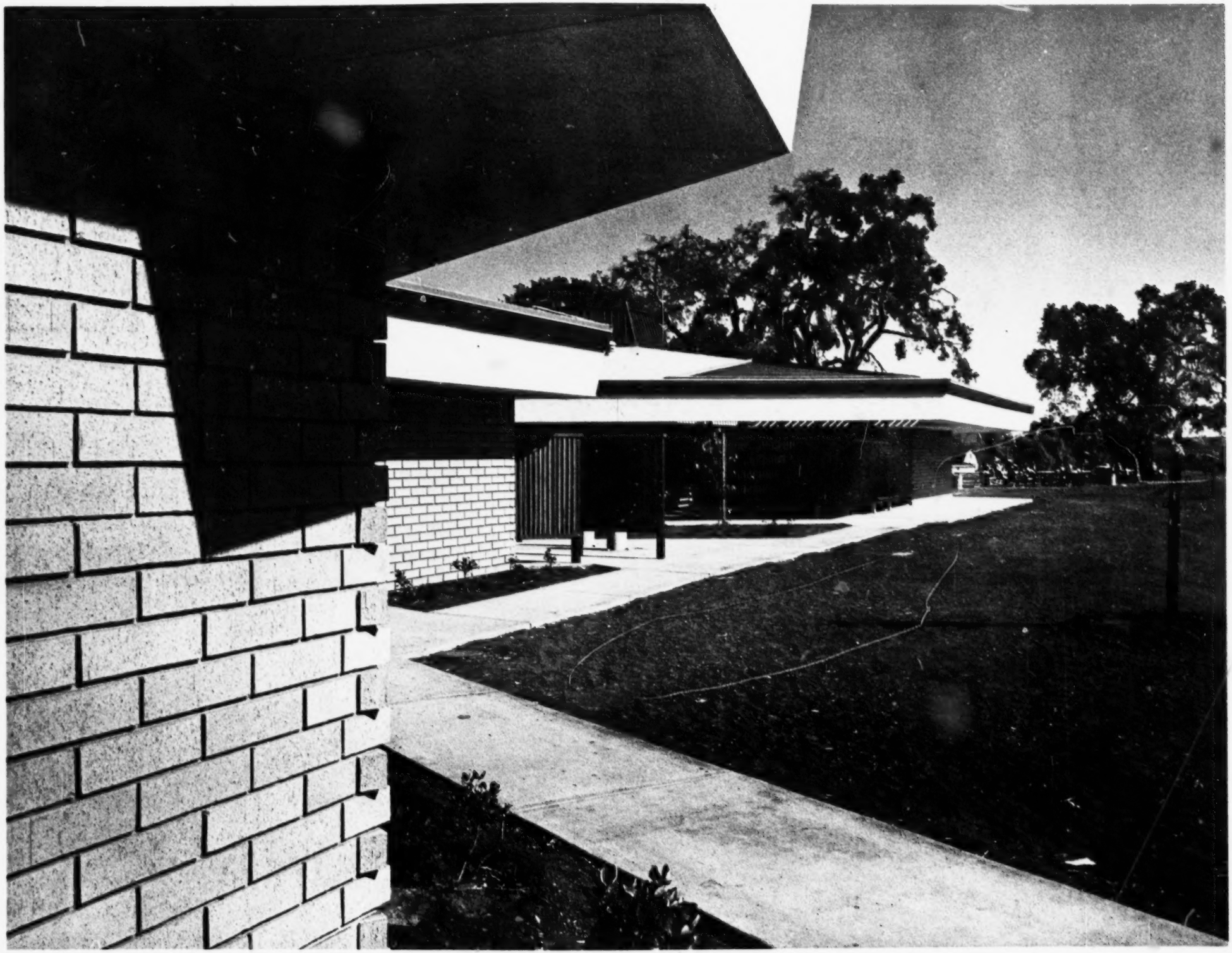
Mountain View School District
220 View Street, P. O. Box 730
Mountain View, California 94040

Victorine Klein School
405 Ortega Street
Mountain View, California 94040



BOARD OF EDUCATION
MOUNTAIN VIEW SCHOOL DISTRICT
220-222 View Street, P. O. Box 730
Mountain View, California 94040
968-6565

Mrs. Gail Urban Moore..... President

Mr. James R. Barewald..Vice President

Mr. "Hank" Hymans.....Clerk

Mr. Sherman M. McCormick... Member

Mrs. Nancy Repenning..... Member

Dr. Rolland W. Jones... Superintendent